Public Schools Accountability Act (PSAA) Advisory Committee Meeting June 17, 2014

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

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Agenda

- Review requests made at the April 15, 2014 Committee meeting
- Review Academic Performance Index (API) Guiding Principles and the College and Career Indicator (CCI) Working Model

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Agenda (Cont.)

- Discuss analysis of three possible measures for inclusion in the CCI (SAT, ACT, Advanced Placement [AP])
- Additional College Placement Exam as a Possible CCI Measure

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Agenda (Cont.)

- Review options for the sixth literature review paper
- Educational Policy Improvement Center (EPIC) presentation

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Review Requests Made at the April 15, 2014 PSAA Advisory Committee Meeting

Agenda Item 4

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Requests Made

- Review the API Guiding Principles and CCI Working Model
- Obtain input from the Technical Design Group (TDG) on the selection of the sixth literature review paper

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Review API Guiding Principles

Agenda Item 5

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API Guiding Principles…

… are intended to provide a foundation for development of the API and to minimize the possibility of adverse effects related to implementation and its component indicators.

Of the thirteen existing principles, the following eight were selected by the PSAA Advisory Committee as the most relevant to assist with our discussion on the CCI portion of the API and are also being used as criteria in the EPIC literature reviews.

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API Guiding Principles

1. **Must be technically sound.**
   Comparable, valid, and reliable measures must be used to the greatest extent feasible in order to maximize the validity of the API for its intended purposes. Decisions in developing the API will involve trade-offs between technical soundness and efficiency, but fairness must not be sacrificed.

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API Guiding Principles (Cont.)

2. **Must emphasize student performance, not educational processes.** As important as it is to focus on the many central features of schooling that might be considered as indicators (e.g., teachers, instructional resources, curriculum, and school organization), the primary emphasis of the API is student performance.

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API Guiding Principles (Cont.)

3. **Measure content, skills and competencies that can be taught and learned in school.**

4. **Must allow for fair comparisons.** The API must give all students a fair chance to show what they know and have learned. The API should also be constructed in such a way that improvement is possible regardless of current level of performance.

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API Guiding Principles (Cont.)

5. **Should include as many students as possible in each school and district.**

6. **Should be flexible and its component indicators should be stable.** The API should be flexible to accommodate incorporation of future indicators or components and should evolve in an orderly fashion as indicators become available and are incorporated over time.

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API Guiding Principles (Cont.)

7. **Should be understandable, particularly to educators and parents.**

8. **Should minimize burden.** The API should be designed so it does not strain current levels of state and local expense in data collection, analysis, and use; and creates a limited respondent burden.

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Additional Criteria by EPIC

Should be relevant to a variety of education stakeholder groups, including the student. The API should not only value data that impacts school-level determinations, but it should also have *currency for the student* in that it creates incentives directly affecting or improving a student's prospects for success after high school.

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Additional Criteria by EPIC (Cont.)

Should forecast how students will perform in postsecondary pathways. The CCI portion of the API should demonstrate evidence of *predictive validity* in that the CCI measures are related to performance in a postsecondary pathway.

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Possible Revisions

- Based on California's changing school accountability system, the API Guiding Principles may need to be revised to better reflect the evolution of the API and the CCI portion (e.g., expand or remove principles). This task, however, will be undertaken at a later date.

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Review College and Career Indicator Working Model

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College and Career Indicator Working Model

- In 2013, the TDG discussed possible approaches for integrating a CCI in the high school API

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College and Career Indicator Working Model (Cont.)

- The TDG concluded that combining college and career into one indicator that provides multiple ways for students to contribute to the API would provide the most advantages

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College and Career Indicator Working Model (Cont.)

- Advantages:
  - Maintains the current single API and growth target structure
  - Provides multiple ways for students to contribute to the CCI portion of the API, valuing both college and career
  - Allows for flexibility in changing measures within the indicator. If new measures become available, they can be added. If measures become obsolete, they can be removed.

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College and Career Indicator Working Model (Cont.)

- Advantages (Cont.):
  - Avoids redundancy of separate indicators because each student only contributes once to the CCI
  - Does not separate college from career, which avoids redundancy because some measures can be indicators for both college and career
  - Does not reward or punish a school that may have a college or career focus

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College and Career Indicator Working Model (Cont.)

- Disadvantages:
  - It's possible the CCI may violate API Guiding Principle #2 (Must emphasize student performance, not educational processes)
  - Equating of the CCI measures and associated benchmarks could be subjective

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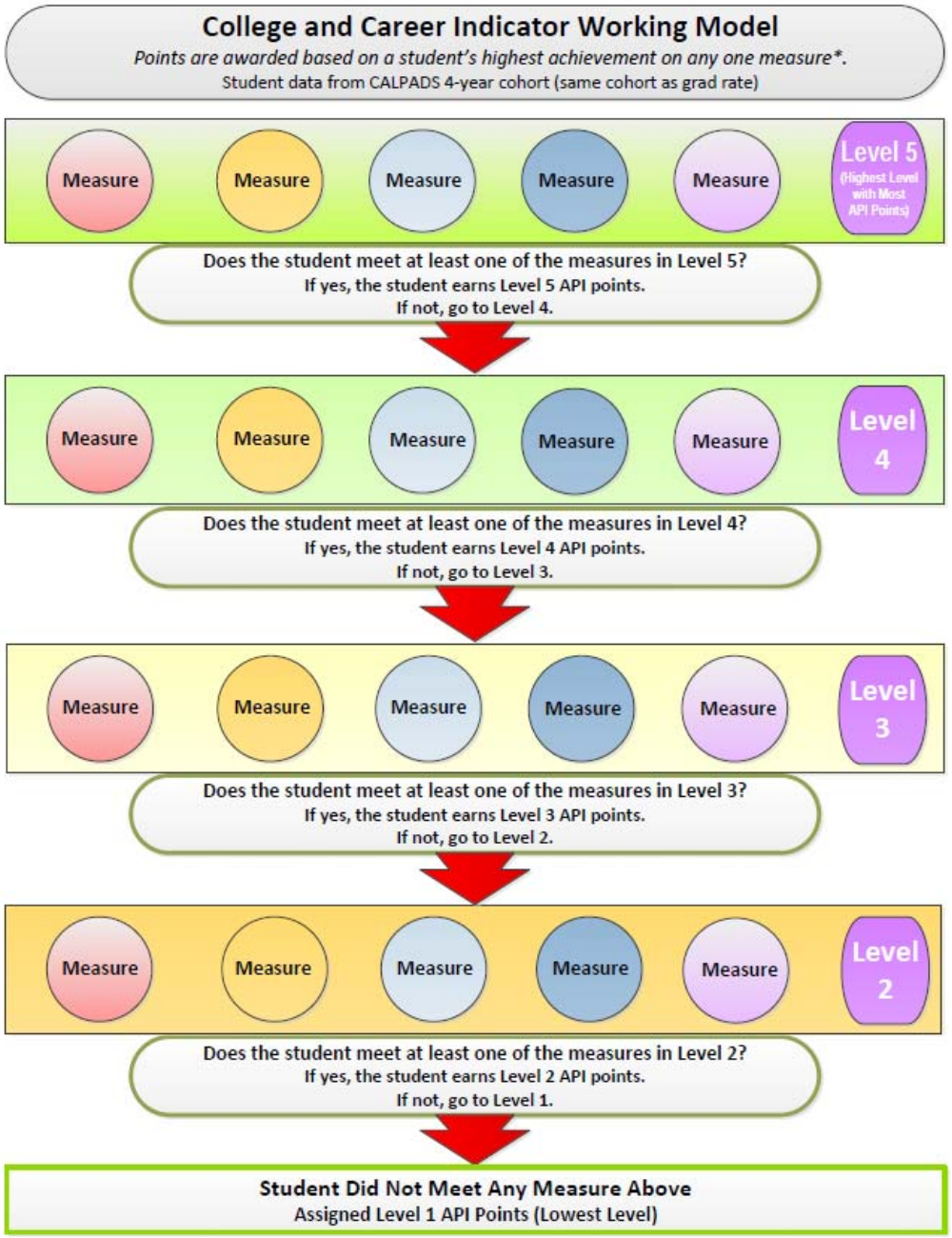

* Measure: Each measure identified in this conceptual model may be a college measure, a career measure, or a combination of both.

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College and Career Indicator Working Model (Cont.)

- All students in the four-year cohort graduation rate would be included in the CCI
  - The four-year cohort is defined as a group of students who enter grade 9 for the first time and could potentially graduate within a 4-year time period. The cohort is adjusted by adding students who transfer into the cohort and subtracting students who transfer out, emigrate to another county, or die during the 4-year period.

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College and Career Indicator Working Model (Cont.)

- Each measure under the indicator would have different levels of criteria and API values
- API points would be assigned to each student only once according to the highest level the student achieved across the different measures

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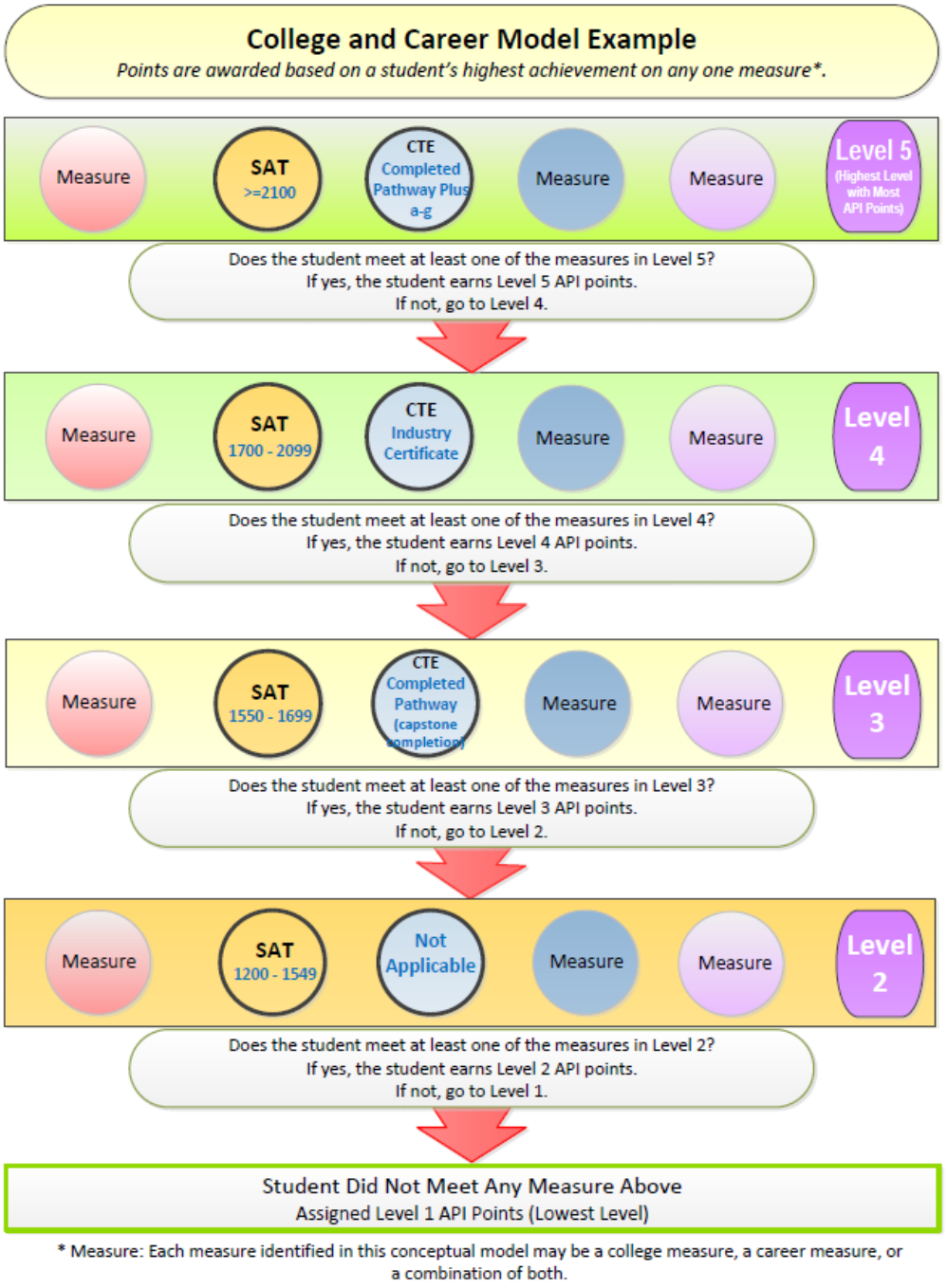
Agenda Item 5



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SAT, ACT, AND AP ANALYSIS

Agenda Item 6

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Objective

- Provide a breakdown of SAT, ACT, and AP scores by race, socioeconomic status, and English learner identification to facilitate discussion on these possible college and career measures*
- Criteria evaluated:
  - Test Overlap
  - Test Performance
  - Test Demographics

* International Baccalaureate (IB) was omitted from this presentation due to time constraints.

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Matching Methodology

- Matched SAT, ACT, and AP test files to the 4-year Cohort Graduation file
  - Test files contain student score information
  - The 4-Year Cohort Graduation file contains student demographic and program information
- Used various matching criteria to achieve a high match rate with the graduation data
  - SAT – 93.4% match
  - ACT – 94.9% match
  - AP – 97.9% match

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SAT/ACT/AP vs. 4-Year Cohort Match Schema

Step	Number of Variables	Last Name	First Name	Birth Date	CDS Code	Middle Initial	Gender	Zip Code	ACT Cumulative Match Rate
1	7	✓	✓	✓	✓	✓	✓	✓	68.12
2		✓	✓(3)	✓	✓	✓	✓	✓	70.66
3		✓(5)	✓	✓	✓	✓	✓	✓	73.56
4	6	✓	✓	✓	✓	✓	✓		78.45
5		✓	✓	✓	✓	✓		✓	78.53
6		✓	✓	✓	✓		✓	✓	90.33
7		✓	✓	✓		✓	✓	✓	91.75
…	…	…	…	…	…	…	…	…	
22	5	✓	✓		✓	✓		✓	94.77
23		✓	✓		✓	✓	✓		94.90

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SAT, ACT, and AP Scoring

SAT: Used composite score based on reading, mathematics, and writing. Each subject area is scored on a 200- to 800-point scale, for a possible total of 2,400 points. Note: The future SAT will exclude the mandatory writing subject area.

ACT: Used composite score based on English, mathematics, reading, and science. Each subject area is scored on a range from 1 to 36. The composite score is the average of all four subject area test scores.

AP: Used results of all AP exams (i.e., English, mathematics, science, history-social science, foreign language, and art). Each exam is scored on a range of 1 to 5 points.

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SAT, ACT, and AP Scoring (Cont.)

- CDE staff used the benchmarks established by the College Board and the ACT, which were cited in the EPIC literature review papers, to produce the performance tables in this presentation. The benchmarks are:
  - SAT = 1550
  - ACT = 21
  - AP = 3

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Individual Test Participation*

Group	SAT	ACT	AP	Took at Least One Test
African American	11,088	5,151	3,339	12,281
American Indian	925	396	412	1,053
Asian	30,896	13,120	22,855	33,430
Filipino	7,092	2,326	4,663	8,216
Hispanic	72,347	33,861	39,563	82,968
Pacific Islander	1,039	428	480	1,184
White	59,759	28,032	34,241	67,202
Socio. Disadvantaged	95,560	44,485	52,960	109,325
English Learners	15,252	7,236	8,502	19,050
Total**	187,485	85,207	107,956	211,174

* The total student pool is based on the number of students in the 4-Year Cohort Graduation data, about 495,500 students.

** The Total includes all student groups, including Decline to State and Two or More Races.

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Individual Test Participation Percentage

Group	SAT	ACT	AP	Percent Took at Least One Test
African American	31%	14%	9%	34%
American Indian	24%	10%	11%	27%
Asian	69%	29%	51%	75%
Filipino	50%	16%	33%	58%
Hispanic	30%	14%	16%	34%
Pacific Islander	33%	14%	15%	38%
White	43%	20%	25%	49%
Socio. Disadvantaged	29%	14%	16%	34%
English Learners	17%	8%	9%	21%
Total*	38%	17%	22%	43%

* The Total includes all student groups, including Decline to State and Two or More Races.

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SAT Performance

Group	SAT Score <1550*	SAT Score >= 1550*	At or Above Benchmark
African American	9,182	1,903	17%
American Indian	573	352	38%
Asian	11,445	19,451	63%
Filipino	4,371	2,721	38%
Hispanic	58,295	14,052	19%
Pacific Islander	779	260	25%
White	24,117	35,642	60%
Socio. Disadvantaged	73,977	21,583	23%
English Learners	13,781	1,471	10%
Statewide Total	**110,805**	**76,680**	**41%**

* The College Board established a score of 1550 out of 2400 as a college-ready benchmark.

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ACT Performance

Group	ACT Score < 21*	ACT Score >= 21*	At or Above Benchmark
African American	3,631	1,520	30%
American Indian	154	242	61%
Asian	3,002	10,118	77%
Filipino	830	1,496	64%
Hispanic	22,607	11,254	33%
Pacific Islander	242	186	43%
White	5,612	22,420	80%
Socio. Disadvantaged	28,222	16,263	37%
English Learners	6,107	1,129	16%
Statewide Total	**36,553**	**48,654**	**57%**

* ACT established a score of 21 out of 36 as a college-ready benchmark.

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AP Performance

Group	Score 2	Score 3 or Better*	At or Above Benchmark
African American	1,902	1,637	49%
American Indian	213	278	67%
Asian	11,045	18,779	82%
Filipino	2,824	3,124	67%
Hispanic	21,884	26,090	66%
Pacific Islander	279	272	57%
White	16,235	28,026	82%
Socio. Disadvantaged	29,595	34,080	64%
English Learners	3,075	5,261	62%
Statewide Total	**55,550**	**80,096**	**74%**

* The College Board established Score 3 or better as a college-ready benchmark.

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Dual Test Participation–SAT/ACT

Group	Number of Students Who Took SAT and ACT	Percent of SAT-Takers Who Took ACT	Percent of ACT-Takers Who Took SAT
African American	4,276	39%	83%
American Indian	328	35%	83%
Asian	12,162	39%	93%
Filipino	2,003	28%	86%
Hispanic	29,373	41%	87%
Pacific Islander	353	34%	82%
White	23,524	39%	84%
Socio. Disadvantaged	38,615	40%	87%
English Learners	5,819	38%	80%
Statewide Total	**73,652**	**39%**	**86%**

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Dual Test Participation– SAT/AP

Group	Number of Students Who Took SAT and At Least One AP Test	Percent of SAT-Takers Who Took AP	Percent of AP-Takers Who Took SAT
African American	2,906	26%	87%
American Indian	342	37%	83%
Asian	20,784	67%	91%
Filipino	3,711	52%	80%
Hispanic	32,147	44%	81%
Pacific Islander	392	38%	82%
White	29,637	50%	87%
Socio. Disadvantaged	43,473	45%	82%
English Learners	5,746	38%	68%
Statewide Total	**91,998**	**49%**	**85%**

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Dual Test Participation–ACT/AP

Group	Number of Students Who Took ACT and At Least One AP Test	Percent of ACT-Takers Who Took AP	Percent of AP-Takers Who Took ACT
African American	1,650	32%	49%
American Indian	183	46%	44%
Asian	9,796	75%	43%
Filipino	1,506	65%	32%
Hispanic	18,161	54%	46%
Pacific Islander	189	44%	39%
White	16,204	58%	47%
Socio. Disadvantaged	24,078	54%	45%
English Learners	3,251	45%	38%
Statewide Total	**48,755**	**57%**	**45%**

Dual Test – Percent Meeting Benchmark*

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Group	SAT/ACT			SAT/AP			ACT/AP		
	% Both Tests	% Passed Only SAT	% Passed Only ACT	% Both Tests	% Passed Only SAT	% Passed Only AP	% Both Tests	% Passed Only ACT	% Passed Only AP
African American	19%	1.5%	13%	35%	5%	15%	41%	11%	9%
American Indian	46%	0.6%	17%	56%	8%	13%	64%	19%	4%
Asian	65%	0.8%	13%	73%	4%	10%	78%	8%	5%
Filipino	46%	.9%	20%	50%	5%	19%	64%	12%	7%
Hispanic	21%	1.3%	14%	29%	3%	39%	39%	6%	30%
Pacific Islander	28%	0.6%	17%	38%	5%	19%	52%	13%	9%
White	67%	1.2%	15%	75%	6%	9%	82%	9%	3%
Socio. Disadvantaged	24%	1.2%	14%	33%	3%	33%	43%	8%	24%
English Learners	9%	.5%	8%	18%	1%	43%	24%	4%	38%
Statewide Total	**45%**	**1.2%**	**14%**	**56%**	**4%**	**20%**	**63%**	**8%**	**14%**

*Percent Meeting Benchmark means an AP score of 3, a SAT score of 1550, or an ACT score of 21.

Agenda Item 6

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Summary Analyses For Test Takers

- Participation rate: 43% of the students in the 2012-13 graduation cohort participated in one of the exams (SAT, ACT, AP)
- Overlap: 85% of AP and 86% of ACT test takers took the SAT

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Summary Analyses For Test Takers (Cont.)

- Student groups: The groups with the lowest participation rates are English learners (21%), American Indian (27%), Socioeconomically Disadvantaged (SED; 34%), African American (34%), and Hispanic (34%).

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Summary Analyses For Test Takers (Cont.)

- Percent of students meeting the benchmarks:
  - SAT = 41%
  - ACT = 57%
  - AP* = 74%

* Scoring a 3 on at least one AP exam in English, mathematics, science, history social science, language, or art.

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Test Demographics

- CDE staff reviewed the data to determine student participation in different territories and for disadvantaged student groups

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Territory Definition

- The U.S. Department of Education defines territories* as follows:
  - **Urban** – Territory inside an urbanized area and inside a principal city
  - **Suburban** – Territory inside an urbanized area and outside a principal city
  - **Rural** – Territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

* Finer distinctions exist among territory definitions, however, they were collapsed for data processing purposes.

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Disadvantaged Definition

- A student is counted in the disadvantaged group (unduplicated) if they are eligible to receive Local Control Funding Formula (LCFF) funds. Eligibility is defined as:
  - Eligible to receive Free or Reduced-Price Meals
  - English Learner
  - Foster Youth
  - Homeless
  - Migrant

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Traditional Schools - Test Participation by California Territory

Territory Type*	Number (%) of Schools with at Least One SAT Tester	Number (%) of Schools with at Least One ACT Tester	Number (%) of Schools with at Least One AP Tester	Number (%) of Schools with No Test Takers
698 Urban Schools	567 (81%)	537 (77%)	504 (72%)	116 (17%)
560 Suburban Schools	457 (82%)	425 (76%)	409 (73%)	98 (18%)
528 Rural Schools	372 (70%)	326 (62%)	310 (59%)	148 (28%)
48 Unlisted Schools**	6 (13%)	1 (2%)	14 (29%)	33 (69%)

* Analysis is based on all traditional schools (N=1,834) with Grade 11 and 12 enrollment data.
**Unlisted schools had no Federal territory designation in data file.

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ASAM - Test Participation by California Territory

Territory Type*	Number (%) of Schools with at Least One SAT Tester	Number (%) of Schools with at Least One ACT Tester	Number (%) of Schools with at Least One AP Tester	Number (%) of Schools with No Test Takers
258 Urban Schools	75 (29%)	22 (9%)	20 (8%)	169 (66%)
224 Suburban Schools	49 (22%)	20 (9%)	8 (4%)	165 (74%)
275 Rural Schools	13 (5%)	4 (1%)	5 (2%)	258 (94%)

* Analysis is based on all schools with Grade 11 and 12 enrollment data.

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Traditional Schools - Test Participation by Disadvantaged Population

School Disadvantaged Population*	Number (%) of Schools with at Least One SAT Tester	Number (%) of Schools with at Least One ACT Tester	Number (%) of Schools with at Least One AP Tester	Number (%) of Schools with No Test Takers
622 Schools with <= 50%	530 (85%)	494 (79%)	448 (72%)	85 (14%)
504 Schools with 51% to 74%	391 (78%)	348 (69%)	334 (66%)	107 (21%)
650 Schools with >= 75%	459 (71%)	428 (66%)	439 (68%)	170 (26%)
58 Schools = No Data**	22 (38%)	19 (33%)	16 (28%)	33 (57%)

* Analysis is based on all traditional schools (N=1,834) with Grade 11 and 12 enrollment data.
**Schools with no data did not receive LCFF funding.

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ASAM - Test Participation by Disadvantaged Population

School Disadvantaged Population*	Number (%) of Schools with at Least One SAT Tester	Number (%) of Schools with at Least One ACT Tester	Number (%) of Schools with at Least One AP Tester	Number (%) of Schools with No Test Takers
73 Schools with <= 50%	16 (22%)	7 (10%)	5 (7%)	55 (75%)
207 Schools with 51% to 74%	48 (23%)	20 (10%)	12 (6%)	149 (72%)
451 Schools with >= 75%	72 (16%)	19 (4%)	16 (4%)	363 (80%)
26 Schools = No Data**	1 (4%)	0	0	25 (96%)

* Analysis is based on all ASAM schools (N=757) with Grade 11 and 12 enrollment data.
**Schools with no data did not receive LCFF funding.

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Summary of Demographic Data

- Fewer rural schools had students that participated in the exams
- Schools with larger disadvantaged populations (e.g., greater to or equal than 50%), had fewer students participate in the exams

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Summary of Test Accessibility Analyses (Cont.)

- A substantial portion (~80%) of ASAM schools do not have any students participating in the exams

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Alignment to the Literature Review Criteria

- The EPIC literature reviews evaluated the SAT, ACT, and AP on the following criteria:
  - Eight guiding principals identified by the PSAA Advisory Committee as the most relevant to the CCI
  - Two additional criteria identifed by EPIC

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Alignment to the Literature Review Criteria (Cont.)

- The SAT, ACT, and AP meet the following literature review criteria:
  - Technically sound (comparable, valid, and reliable)
  - Emphasize student performance
  - Measure content, skills and competencies

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Alignment to the Literature Review Criteria (Cont.)

- Are flexible and stable
- Understandable to the public
- Have strong student currency
- Have predictive validity for postsecondary preparedness

- The SAT and ACT meet the criterion to minimize state and local burden:
  - Offer fee waivers for SED students
  - Data are currently collected by the CDE

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Alignment to the Literature Review Criteria (Cont.)

- The AP partially meets the criterion to minimize state and local burden:
  - LEAs and schools are responsible for the cost of providing AP courses (textbooks, professional development, equipment, etc.). However, with the College Board fee reduction and the state fee reimbursement program, the costs to SED students is minimal at $5.

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Alignment to the Literature Review Criteria (Cont.)

- The SAT, ACT, and AP partially meet the following criterion:
  - Fair comparison
    - When SED, race, family income, and gender are controlled for in study designs, the relationship between SAT/ACT and postsecondary success is not as strong across schools and student groups

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Alignment to the Literature Review Criteria (Cont.)

- Fair comparison (cont.)
  - Not all students who take the AP course have an equal chance of passing the exam. Minorities have passing rates that are significantly lower than white students.

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Alignment to the Literature Review Criteria (Cont.)

- The SAT, ACT, and AP partially meet the criterion:
  - Inclusion of as many students as possible
    - Not all students opt to take the SAT and ACT, recall only 43% of students in the grad cohort took one of these exams
    - Not all schools offer an AP program; therefore, not all students have an opportunity to participate, especially in rural areas.

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Additional College Placement Exam as a Possible CCI Measure

Agenda Item 7

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Early Assessment Program (EAP)

- In the past, when students took the grade eleven California Standards Tests (CSTs) in English and Algebra II or Summative High School Mathematics, the students could voluntarily complete a brief set of optional multiple-choice questions and a writing exercise that were part of the EAP

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EAP (Cont.)

- The EAP is currently evolving and will be a component of the Smarter Balanced Assessments
- Beginning in 2015, the Smarter Balanced Assessment results will provide all grade 11 students with information on whether or not they are prepared to take college credit bearing courses

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Possible CCI Measure: EAP (Cont.)

- College faculty assisted in developing the college ready descriptors
- College faculty will also participate in setting the achievement levels
- The EAP results provide students with valuable information on how well they are prepared for college before graduating high school, providing currency for students

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Possible CCI Measure: EAP (Cont.)

- State colleges and many community colleges use the EAP results for course level placement
- Research on the EAP demonstrates evidence of predictive validity as a measure of student readiness for college level coursework

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Discussion Questions

- Based on the literature reviews and data provided, in what ways would the SAT, ACT, and AP contribute valuable, different, or unique information to the CCI?
- How could the EAP contribute unique value to the CCI?

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Options for the Sixth Literature Review Paper

Agenda Item 8

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TDG's Recommendation

- At the May 15, 2014 meeting, the TDG recommended that the sixth literature review further explore the CCI working model in terms of the following:
  - How other states use multiple measures in accountability
  - Evaluate weighting methodology
  - Assess student level data versus school level data, standardization for comparison purposes

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TDG's Recommendation (Cont.)

- How present and future measures would be incorporated into the CCI
- How cut scores would be established for measures used at each level (i.e., comparability, rigor)
- What problems or unintended consequences should we anticipate with the implementation of the CCI portion of the API

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of Public Instruction

Questions/Comments

TOM TORLAKSON
State Superintendent
of Public Instruction

Educational Policy Improvement Center (EPIC) Presentation

Agenda Item 9